DOCUMENT RESUME

ED 193 203 SP 016 802

TITLE	Implementation and Recycling. Time Leader's Guide. Basic Skills Instructional Improvement Program.
INSTITUTION	Research for Better Schools, Inc., Philadelphia, Pa.
SPONS AGENCY	National Inst. of Education (DHEW), Washington, D.C.
PUB DATE	Apr 80
NOTE	32p.; For related documents, see SP 016 799-801.
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	Change Strategies; Classroom Observation Techniques; *Course Evaluation; Elementary Secondary Education; Inservice Teacher Education; *Instructional Improvement; Instructional Innovation; Instructional Materials; Learning Activities; *Persistence; *Program Implementation; *Student Improvement; *Time Factors (Learning)

ABSTRACT

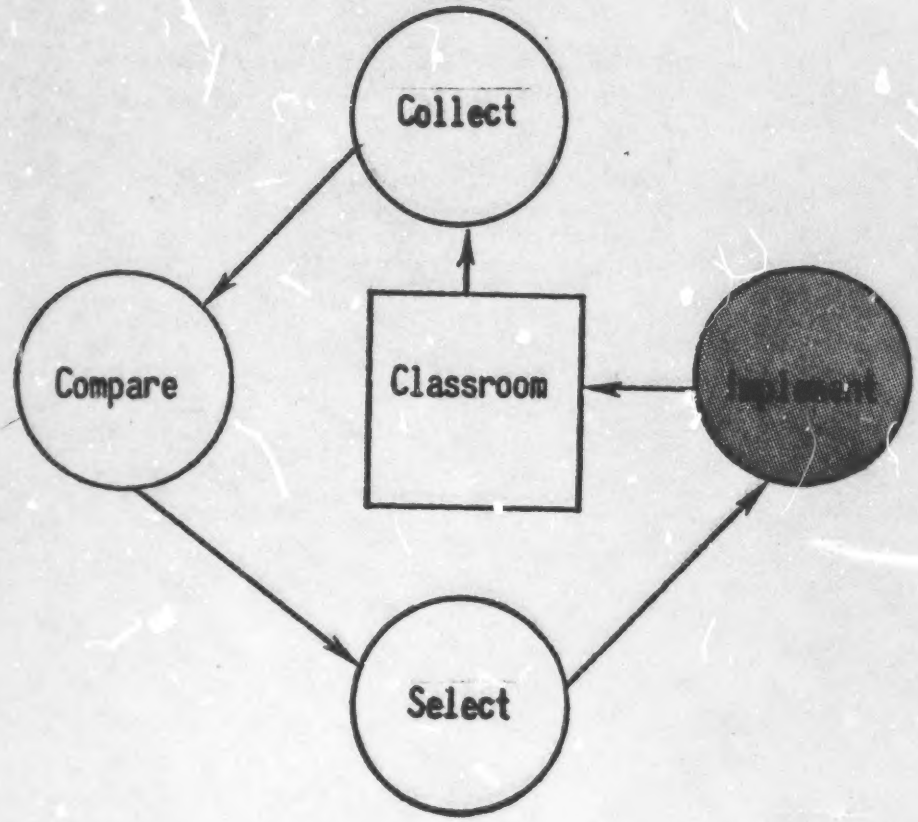
The improvement of student engaged time leads to instructional improvement. Major steps for improving instruction by improving student engaged time are information collection, comparison of information and identification of strategies, selection and preparation of strategies, and implementation and re-evaluation. This leader's guide covers the topic of implementation and re-evaluation by teaching participants to: (1) assess strategies used in the classrooms; (2) re-examine student engaged time; and (3) introduce the next variable of instructional improvement. Instructional materials to be used in this program are included. (CJ)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED193203

TIME LEADER'S GUIDE

IMPLEMENTATION AND RECYCLING



Basic Skills Instructional Improvement Program

SP 016 502

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

April, 1980

Developed and Produced in Collaboration with Educators
in Delaware, New Jersey, and Pennsylvania by

Basic Skills Component
Research for Better Schools, Inc.
444 North Third Street
Philadelphia, Pennsylvania 19123

The project presented or reported herein was performed pursuant to a grant from the National Institute of Education, Department of Health, Education, and Welfare. However, the opinions expressed herein do not necessarily reflect the position or policy of the National Institute of Education, and no official endorsement by the National Institute of Education should be inferred.

TABLE OF CONTENTS

Page

Preview..... 4.1

Agenda..... 4.3

Major Activities for Implementation and Recycling..... 4.4

Materials for Implementation and Recycling..... 4.5

A. Overview..... 4.6
Topic Outline..... 4.6
Materials..... 4.8

B. Discussion of Strategy Implementations..... 4.12
Topic Outline..... 4.12
Materials..... 4.13

C. Scheduling Future Observations on Student Engaged Time..... 4.16
Topic Outline..... 4.16
Materials..... 4.19

D. Future Directions..... 4.25
Topic Outline..... 4.25
Materials..... 4.26

12/27/79

IMPLEMENTATION AND RECYCLING

Preview

Purpose:

To discuss implementations that have been made in the classrooms, to make plans for reexamining student engaged time, and to introduce the next variable to which the instructional improvement cycle will be applied.

Objectives:

To provide a rationale for and overview of the activities associated with implementation of selected strategies and with reexamining student engaged time.

To provide an opportunity for participants to review what happened in their classrooms as a result of implementing their strategies.

To review the rationale for systematic and repetitive observations, to schedule future rounds of observations on student engaged time, and to set up specific times for the next round.

To introduce the next variable.

Expected Outcomes:

Record of strategy's implementation for all teachers; tentative schedule for future observation of student engaged time; specific schedule for next round of time observations; introduction of next focus of instructional improvement cycle.

Time:

About 50 to 70 minutes of meeting time will be required. All topics in this section are starred and should not be omitted. This time is allocated by topics as follows:

A. Overview (5 minutes)

B. Discussion of strategy implementations (15-25 minutes)

C. Scheduling future observations (25-40 minutes)

D. Future directions (5 minutes)

Materials:

Completed handouts for each teacher from Section 3: 3H12, 3H14, 3H15, and 3H16

Agenda

Major Activities Chart (page i.9 from Introduction)

Handouts: 4H4-4H7

Transparencies: 4T1-4T3, 4T8

Overhead projector and screen

Calendars

Follow-up:

Complete the next round of classroom observations on student engaged time as set up in this meeting. Compare the collected information to research findings and research data (see Section 2) and continue the cycle.

Make plans for examining the next variable.

12/14/79

IMPLEMENTATION AND RECYCLING

AGENDA

A. OVERVIEW

- Rationale and purpose
- Review of agenda
- Expected outcomes

B. DISCUSSION OF STRATEGY IMPLEMENTATIONS

- Looking at modifications of plan

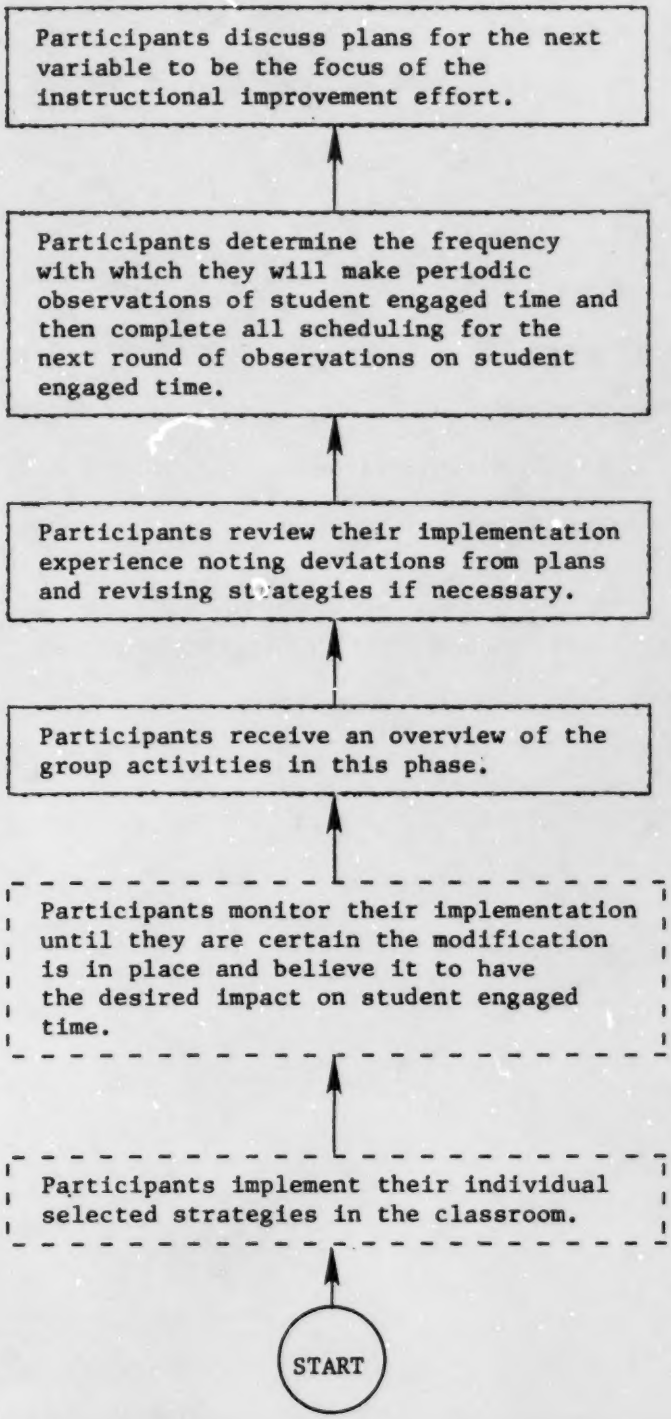
C. SCHEDULING FUTURE OBSERVATIONS OF STUDENT ENGAGED TIME

- Setting target dates for future observations
- Scheduling next round of observations

D. FUTURE DIRECTIONS

- Review of processes affecting student achievement
- Identification of next variable to be examined

MAJOR ACTIVITIES FOR IMPLEMENTATION AND RECYCLING


Participants discuss plans for the next variable to be the focus of the instructional improvement effort.
Participants determine the frequency with which they will make periodic observations of student engaged time and then complete all scheduling for the next round of observations on student engaged time.
Participants review their implementation experience noting deviations from plans and revising strategies if necessary.
Participants receive an overview of the group activities in this phase.
Participants monitor their implementation until they are certain the modification is in place and believe it to have the desired impact on student engaged time.
Participants implement their individual selected strategies in the classroom.
START

Materials for Implementation and Recycling

The following materials are included in this section:

4T1	The Best Laid Plans
4T2	Periodic Check-ups
4T3	Some of the Processes Affecting Student Achievement
4H4	What Happened?
4H5	Future Observation Schedule
4H6	Alternative Observation Procedures
4H7 (a-b)	Observation Schedule
4T8	Forms Used in Information Collection

★A. Overview (5 minutes)

Rationale: The session overview provides a description of and rationale for the activities of this phase. After reflecting on the actual implementation of their strategies and noting modifications, participants schedule the next rounds of observation of student engaged time and are introduced to the variable that will be the next focus of the school improvement effort.

Materials	Strategy
	Briefly review events in the Selection Phase. Provide a rationale for the Implementation Phase.
--Agenda 4T1--The Best Laid Plans 4T2--Periodic Check-ups 4T3--Some of the Processes Affecting Student Achievement	Outline the two major activities for this phase. Present the reasons for reflecting on the implementation and for scheduling the next observation. Address questions/concerns about the agenda. Review by stating the outcomes and setting the stage for applying the four phases to other variables.

1. Rationale and purpose (2 minutes)
   a. Selection of strategies begun in phase three
   b. Implementations assumed under way
      (1) May reflect on what occurred--note modifications and deviations from plans
      (2) May need to revise strategy
   c. Preparation for observations on student engaged time
      (1) Necessary because conditions and processes change with topics, interests, seasons, etc.
      (2) First cycle was new, special—now time cycle should become part of a routine
      (3) Periodic readings on student engaged time helpful in keeping teachers on target throughout the school year

2. Proposed agenda (2 minutes)

   a. Review individual implementation plans; compare plans with events (4T1)

      (1) Initial idea for strategy may not always work

      (2) May have to revise strategy in order to get over a crevasse

   b. Discuss scheduling of repeated observations of student engaged time (4T2)

      (1) Timing decisions

      (2) Select the observation scheme that works best for this school

   c. Introduction of next variable (4T3)

3. Expected outcome--participants will have: (1 minute)

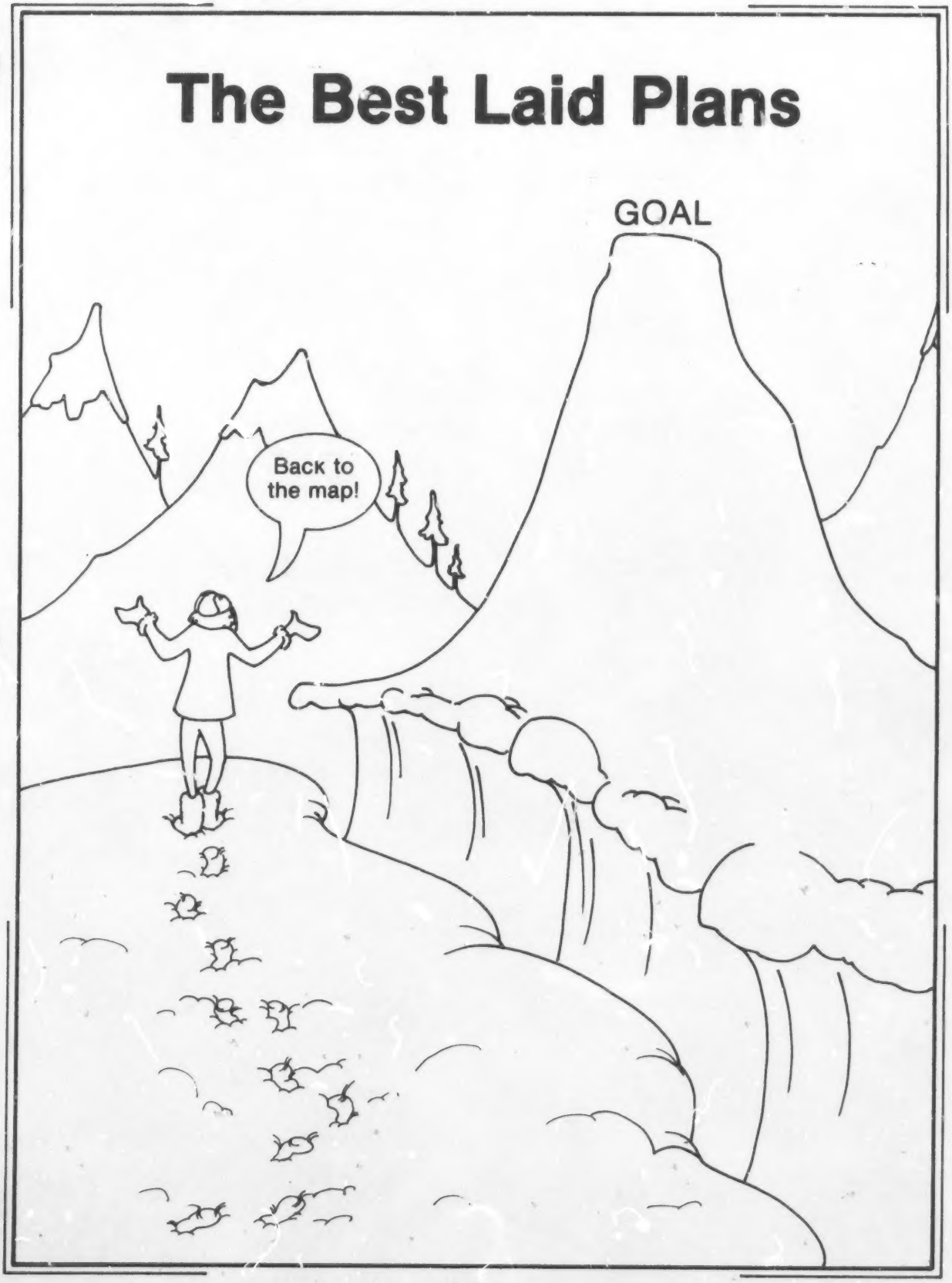
   a. Reviewed their strategy implementation

   b. Planned for repeated observations on student engaged time

   c. Learned which variable will be the next focus of the improvement program

Materials

The Best Laid Plans

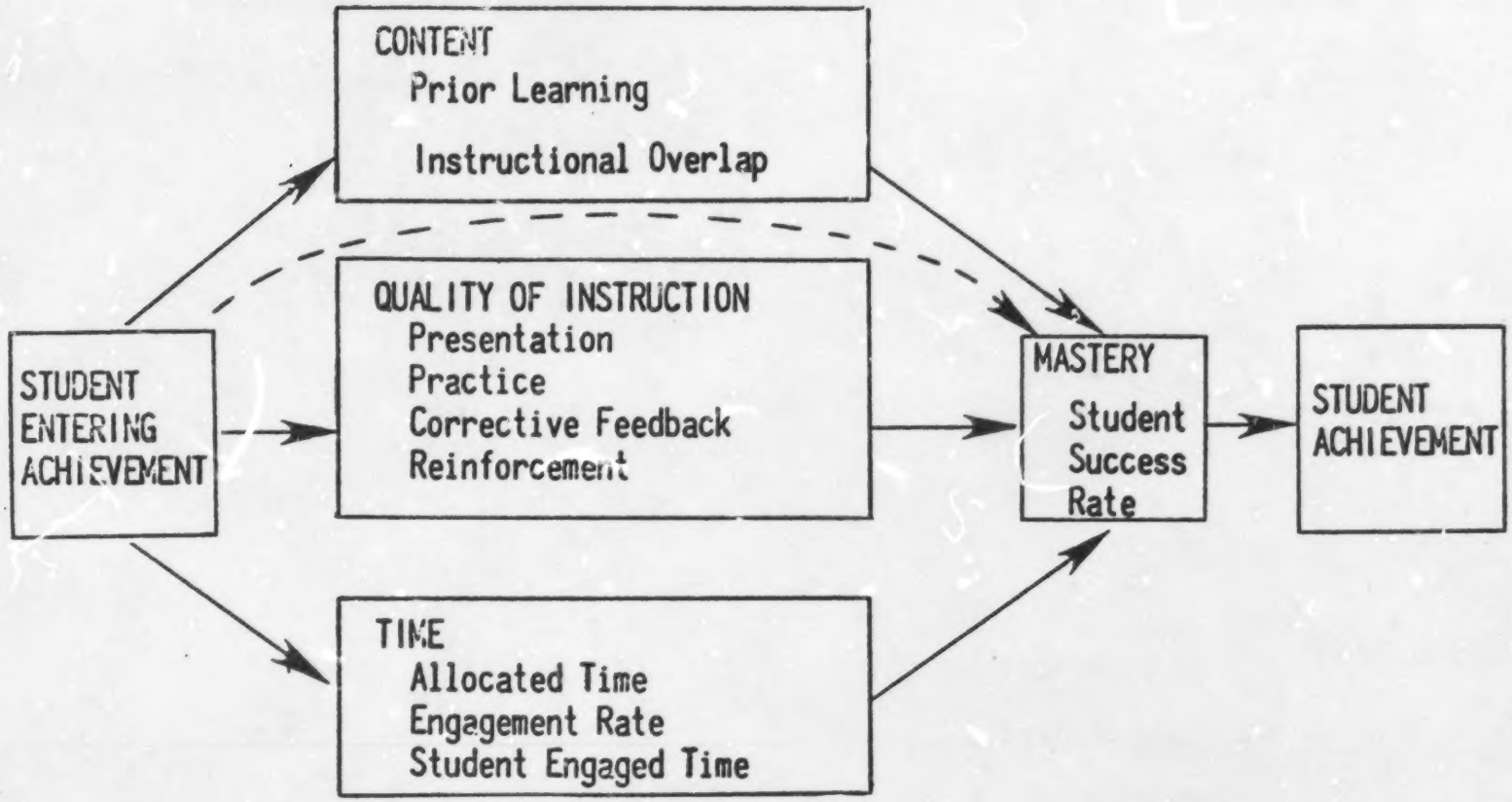


PERIODIC CHECK-UPS
OF
STUDENT ENGAGED TIME

OCTOBER	New class
DECEMBER	Year's routine is in place
FEBRUARY	Pullout schedule was revised in January
APRIL	Study of prior learning led to grouping changes
JUNE	How did I end the year?

SOME OF THE PROCESSES AFFECTING ACHIEVEMENT

2/28/80



4.11

4T3

★B. Discussion of strategy implementations (15-25 minutes)

Rationale: By this time, participants have selected and are in the process of implementing chosen strategies. Now participants need to review what happened in their classrooms, noting changes and deviation from their implementation plans. In some instances, participants may wish to revise their selected strategies.

Materials	Strategy
	Review activities of this topic with all participants.
3H12--Describing your Strategy 3H14--Implementation Planning Guide 3H15--Describing Your Implementation in Action 4H4--What Happened? (a-b)	Have participants form small groups. Groups formed earlier may meet together if desired. You may wish to have each group choose a recorder to summarize the group's discussion.

Note: Participants must bring 3H12 (Describing Your Strategy), 3H15 (Describing Your Implementation in Action), and 3H14 (Implementation Planning Guide) to this session.

1. Overview of activities (5 minutes)
   a. Rationale
      (1) Record of what was done in implementing strategy
      (2) Opportunity to think about the strategy's implementation
      (3) Opportunity to share strategy and experiences in implementation with others
   b. Complete worksheet 4H4
   c. Small groups review and discuss:
      (1) Modifications and deviations from plans
      (2) Needed changes in strategies
2. Examination of modifications and deviations from plans (4H4) (10-20 minutes)
   a. What strategy was planned?
   b. What strategy was used?
   c. What happened that you expected to happen?
   d. What happened that you did not expect to happen?
   e. How did you change your plans?
   f. What advice would you give to other people who may want to implement the same strategy?

Materials

In addition to the materials included here, the following completed handouts from Section 3 will be needed:

3H12--Describing Your Strategy	(Topic D)
3H14--Implementation Planning Guide	(Topic D)
3H15--Describing Your Implementation in Action	(Topic D)

12/27/79

4H4a

? WHAT HAPPENED? ?

Did you implement the strategy as planned? (Refer to 3H12, Describing Your Strategy.)

If not, what strategy did you use?

What happened that you expected to happen?

What happened that you did not expect to happen?

How did you change your plans?

What advice would you give to other people who may want to implement the same strategy?

★C. Scheduling future observations on student engaged time (35-50 minutes)

Rationale: Participants need to understand that data collection needs to be done in a systematic and repetitive manner. They need to set up tentative dates for future rounds of observations on student engaged time and specific times for the next round of observations.

Materials	Strategy
--Calendars 4H5--Future Observation Schedule	Review the rationale for systematic and repetitive classroom observations. Plan tentative dates for each future round of observations on student engaged time.
4H6--Alternative Observation Procedures 4H7--Observation (a-b)Schedule 4T8--Forms Used in Information Collection	Review the strategy used previously to collect data, along with alternatives. Decide whether to use the same strategy or change to another one. Have each teacher develop an observation schedule for his/her classroom for the next round of observations. Review the forms to be completed for each observation.

Note: For more detail, see Topic H in Section 1. Information and alternative strategies for collecting data are also presented there.

1. Future rounds of observations (5-10 minutes)
   a. Procedures
      (1) One day of observation for reading/language arts and for math
      (2) Every 6-8 weeks throughout year
      (3) Done when monitoring shows implementation is in place
   b. Rationale for repeated observations
      (1) Means of evaluating effectiveness of strategy for increasing or maintaining levels of student engaged time
      (2) Periodic checking to assure optimal levels of student engaged time throughout year
   c. Tentative schedule (4H5)
2. Alternative observation procedures (5-10 minutes)
   a. Review of initial observation procedures used
      (1) What was procedure?
      (2) Was it satisfactory?

b. Description of alternatives (4H6)

(1) Observe 1/3 of allocated time for each subject

(a) Beginning, middle, or end of period--alternate on each subsequent observation

(b) Advantage--entire time period observed over three observations

(c) Disadvantage--may take more time (than alternative #2) and be more difficult to schedule

(2) Observe 15 minutes for each subject

(a) Beginning, middle, or end of period--alternate on each subsequent observation

(b) Advantage--less time needed than for other alternatives

(c) Disadvantage--whole period never observed

(3) Observe entire period

(a) Advantage--all parts of period seen in each observation

(b) Disadvantage--requires more time than other alternatives

c. Selection of strategy

3. Scheduling next round of observations (4H7)(15-20 minutes)

a. Dates--typical day

(1) Not done on shortened days, first day before or after vacation

(2) Representative of variation in activities (e.g., amount of time spent on reading/language arts or math differs or specific aspects of these subjects are taught on different days)

b. Times

(1) Part of period--need to sample beginning, middle, and end over three observations if entire period not observed

(2) Duration of observation--15 minutes, 1/3 of allocated time, or entire period

c. Observer

(1) Must have demonstrated mastery--if more than two weeks since previous observation, probably needs a review (definitions on 1H22, examples on 1H23 and 1H25, and videotape segment from 1V33 or 1V40)

(2) Another teacher, reading or math specialist or coordinator, principal, district curriculum coordinator, substitute, or student teacher

(3) Different people can make observations for a subject on different days

d. Completion of observation schedule

4. Review of forms to be completed (4T8) (5 minutes)

a. Pre-Observation Form--completed by teacher before observation

b. Allocated Time Log (with or without Pullout Record Sheet)--completed by teacher on observation days during all of subject areas observed

c. Engagement Rate Form--completed by observer on observation days during parts of reading/language arts and math instruction

d. Summary Sheet for Time--completed by teacher after observations are finished

5. Next steps

a. Information collection

(1) Review procedures

(2) Collect information on allocated time and engagement rate in classrooms

(3) Complete Summary Sheet for Time to get student engaged time

b. Comparison and identification

(1) Compare new data to research and to previously collected information

(2) Set revised goals for allocated time, engagement rate, and student engaged time

c. Selection and preparation

(1) Select a strategy to make desired change

(2) Plan to implement the strategy

d. Implementation

(1) Implement the strategy

(2) Monitor the strategy to see if it is in place

e. Recycling

Materials

FUTURE OBSERVATION SCHEDULE

Date first round of observations was completed _____

Target date for completion of second round of observations _____

Target date for completion of third round of observations _____

Target date for completion of fourth round of observations _____

ALTERNATIVE OBSERVATION PROCEDURES

I.

Subject	# Days of Observations	Length of Observation	Part of Period	Observation Intervals
Reading	1	1/3 of allocated time	beginning middle end	1-2 minutes
Language Arts	1	1/3 of allocated time	beginning middle end	
Math	1	1/3 of allocated time	beginning middle end	1-2 minutes

II.

Reading	1	15 minutes	beginning middle end	1 minute
Language Arts	1	15 minutes	beginning middle end	
Math	1	15 minutes	beginning middle end	1 minute

III.

Reading	1	entire allocated time	entire allocated time	1-3 minutes
Language Arts	1	entire allocated time	entire allocated time	
Math	1	entire allocated time	entire allocated time	1-3 minutes

CLASSROOM OBSERVATION SCHEDULE*

Reading

Date	Time	Part of Period	Observer

Language Arts (e.g., spelling, writing, grammar)

Subject	Date	Time	Observer

Math

Date	Time	Part of Period	Observer

*To be completed by each teacher for his/her classroom as a record of when his/her class will be observed.

OBSERVER'S SCHEDULE*

Classroom To Be Observed (Teacher)	Subject To Be Observed	Date	Arrival Time

*To be completed by each observer as a record of where and when he/she is to observe.

FORMS USED IN INFORMATION COLLECTION

Form	Completed By	Time of Completion
Pre-Observation Form	Classroom Teacher	Prior to observation (only for observation days)
Allocated Time Log	Classroom Teacher	On observation days for <u>all</u> reading, language arts, and math instruction
Engagement Rate Form	Observer	On observation days during reading, language arts, and math instruction
Summary Sheet for Time	Classroom Teacher	Any time after observations for day are completed

5/1/80

4.24

12/14/79

✱D. Future directions (5 minutes)

Rationale: Participants need to know which variable will be examined next so that they can plan activities.	
Materials	Strategy
4T3--Some of the Processes Affecting Student Achievement	Review the processes affecting student achievement, noting which variable is to be examined next.

1. Processes affecting student achievement (3 minutes)
   a. Time--student engaged time
   b. Content--prerequisite competence and criterion-relevant instruction
   c. Instruction
   d. Mastery--student mastery of content throughout the year
2. Variables already examined (1 minute)
   a. Student engaged time
   b. Others
3. Next variable to be examined (1 minute)
   a. Identification of next variable
   b. Tentative scheduling

Materials

The following will be needed here:

4T3--Some of the Processes Affecting Student Achievement (Topic A)